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ABSTRACT

This report is the third in a series describing the background, theory, and progress of the Differentiated Staffing Project in the Eugene, Oregon, School District. The report focuses on changes in roles within the differentiated staffing structure. It discusses the elementary principal and the curriculum associate (CA) in a unitized, differentiated staffing (DS) elementary school. Following a brief description of the tentative theory that guided the DS Project coordinators' efforts to define the new leadership roles and to recruit persons into the CA positions, the report describes the procedures followed and the results achieved during the first year and a half of the project. Finally, the report presents the coordinators' present position and thinking and some recent results from the data collected on the roles of the principal and the curriculum associate. (Author)

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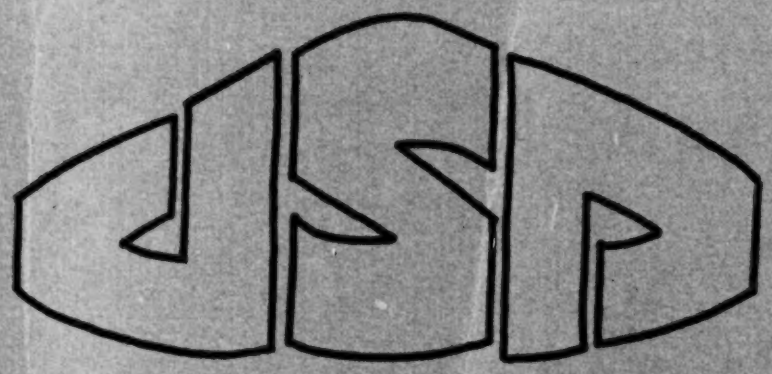

PROGRESS REPORT NO. 3

TITLE:

"The Role of the Principal and Curriculum Associate in the Unitized, Differentiated Staffing, Elementary School"

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FOCUS ON:

LEADERSHIP

January, 1972

PURPOSE

The first two reports in this series described the general structure of the Unitized, Differentiated Staffing Schools in Eugene and the training program used to facilitate the change process in each school. This and the next report will focus on changes in roles within the DS structure. This report will discuss the elementary Principal and Curriculum Associate (CA) and Report #4 will discuss the role of the Teaching Assistant.

Following a brief description of the tentative theory that guided the DS Project Coordinators' efforts to define the new leadership roles and to recruit persons into the CA positions, the report describes the procedures followed and results of the first one and one half years of the project. Finally, the report presents the Coordinators' present position and thinking, and recent results from the data collected on the roles of the Principal and the Curriculum Associate. The report also includes some policy recommendations to the board and administration.

IN PERSPECTIVE

The DS Project was created in response to two emerging problems in the Eugene Schools: how to effectively manage the educational process, and how to organize a school staff so it can wisely choose and effectively practice innovations. For clarification, the two problems may be re-stated as specific needs. One, school staffs need an organizational structure that may be thought of as a "tool" to help teachers effectively solve problems. Two, staffs need effective leadership that can provide guidance to help teachers cope with the

complexity of changes in instructional practices.

The traditional answer to most positions of leadership in the elementary schools has been to add to the principal's duties. It was perceived, however, that the principal is already spread so thin, and expected to be expert in subject areas, instructional practices, organizational management (not to mention building maintenance, community relations, supplies, and so on), that even the most talented individual finds the principal's job unmanageable.

In Eugene elementary schools, the answer was not to find more talented principals, because the district already had well-qualified principals. The project coordinators, after assessing the situation in Eugene schools, studying multi-unit schools in Wisconsin, Oregon and California, and discussing leadership problems with many educational leaders around the country, became convinced that the most realistic solution to the leadership dilemma was to develop new leadership positions in teaching. The DS Coordinators felt that these new leadership positions could support and complement the principal's efforts to provide leadership where it is most needed - in instruction.

Consequently, a new leadership position was created and designated Curriculum Associate. The CA label was chosen by the DS Coordinators to convey a sense of the kind of leadership that would be provided by the newly-established teacher-leaders. The reference to Curriculum focuses on guidance and assistance in the curriculum and instruction program. The term Associate indicates one of professional equality and assistance to colleagues not only with ideas and guidance but with direct help in the classroom. Thus, the designation CA was incorporated into the vocuabulary of the DS Project.

It was thought that the inclusion of two or three CAs in the elementary school organization would both relieve the principal of part of the impossible burden now on him and also strengthen his position as the school's educational leader. First, because each CA would be expert in at least one curriculum area, the principal would not be expected to be able to provide expertise in curriculum consultation and promotion of innovation in all curriculum areas. Second, because the CAs would hold designated positions of instructional leadership, the principal would be free to devote attention to the major problems of organizing and coordinating the total instructional program. Contrary to statements about the potential of "differentiated staffing eliminating the elementary principal," the DSP Coordinators were convinced that the opposite would be true - the role of the principal would become more important than before.

In summary, the DS Project was created to deal with the problem of manageability of the educational process and the problem of organizing for effective innovation. A major purpose of the project was to study new ways of developing and providing leadership to teachers in the areas of curriculum and instruction. One of the ways was the creation of a new leadership position in the elementary school that could complement and support the leadership provided by the elementary principal as well as providing a career ladder for teachers.

PROCEDURES

After final approval to move into the experimental phase of the project was given by the board and administration, a tentative role description was written for the position of Curriculum Associate. The role description included suggestions from elementary school principals in Eugene, information received from the Multi-unit project in Wisconsin, and suggestions from materials obtained from other DS projects in the country (Beaverton; Portland; Temple City, California; and Denver). Criteria to guide the selection of CAs were then developed by the coordinators, with the help of the district's Personnel Director and some staff members in the experimental schools.

The selection process represents a major departure from traditional district practice, in that members of the experimental school staffs were involved in interviewing and selecting the CAs with whom they would work. Both the Parker and Spring Creek staffs formed selection committees, consisting of the principal and three or four classroom teachers.

All district personnel were notified of the availability of the CA positions; applications received by the DS Coordinators were distributed to each school's selection committee for initial screening. Each committee selected two or three applicants to be interviewed by Unit members, and the final selection was then made jointly by the Unit and the committee in consultation with the DS Coordinators and Personnel Director.

In the other two participating schools - Meadow Lark and Laurel Hill - each principal directed the selection procedures. In both cases, the CAs selected were already members of that school staff.

However, both principals followed the criteria used by the selection committees in the experimental schools as guidelines for selecting CAs.

Throughout the first one and one-half years of the DS Project, considerable efforts have been made to facilitate the development of the Curriculum Associate's role and the relationships between the principal and the CAs. During the summer training labs conducted by (CASEA)*, various training events focused on the roles of both the principal and the CA. Other follow-up training events throughout the first year attempted to strengthen the CAs' and principals' roles and the working relationship between the two positions. On numerous occasions CASEA personnel and the DS Coordinators attended leadership group meetings at Parker and Spring Creek to help CAs and principals clarify their roles and the direction of the project.

In February, 1971, a one-day training session was conducted for all principals participating in the DS Project. The entire day was spent clarifying the principal's role in DS, and assisting each principal with some of his major concerns.

During the fall of 1971, the Curriculum Associates in the schools began meeting once per month to share common concerns, successes, and goals. In December a full-day session was conducted by one of the DS Coordinators and three staff members from CASEA. This day, labeled as a self-renewal and personal growth session, attempted to help each of the CAs understand his role as an educational leader and the behaviors and techniques related to effective leadership. It is anticipated that the monthly meetings will continue in 1972, and plans are being readied for another self-renewal session in February or March.

*Center for the Advanced Study of Educational Administration, University of Oregon.

Visits by the DS Coordinators to each school to work with leadership groups and individual CAs and principals is continuing. Other full-day sessions for principals are being planned.

RESULTS AND FINDINGS

This section describes some conclusions about the roles of the Curriculum Associate and the Principal in DS Project schools that can be drawn at this time. Some of the information was gathered by questionnaires, interviews and observations in project schools by the DS Coordinators; other information comes from questionnaires administered by CASEA in Spring, 1970 and 1971; and other information comes from the report of the visits to DS schools by a team of district personnel representing the Eugene Education Association and the Eugene Principals' Association in May, 1971.

The Principal

The visiting teams from the EEA and EPA reported:

> The role of the Principal has taken on increased significance in some areas. When Units are making decisions, the activities require coordination. Failure to communicate clearly between the Units shows up quickly and can cause difficulty. Other responsibilities of the Principal seem to be about the same, with a few being shared by the teams (Units) or the CAs.

The statement by the visiting teams is supported by a number of comments and reactions given to the DS Coordinators by staff members in the participating schools. The information confirms the observation by the visiting teams that the principal's role has taken on increased significance:

1) The principal seems to be able to coordinate the total program better because he has assistance from the CAs.

2) The principal is more willing to share his instructional duties by promoting CAs working with teachers in curriculum and teaching ideas.
3) The principal seems to ask our advice more than last year when he needs to make decisions for the entire school.
4) The fact that he (principal) organizes and leads the CAs helps all of us to better understand what is going on in the school, and feel more a part of the action.
5) He seems to have a little more time for teaching. His working with kids in our Unit has really helped the kids to know and understand him better.
6) Because he is working with more students in our Unit, he seems to have better suggestions for ways to solve some of the problems in our Unit.
7) Since we had the training program together, I feel much more at ease about talking to the Principal about my concerns.
8) He (principal) is always willing to attend our Unit meeting if we need his suggestions and advice.

Data from the questionnaires administered by CASEA also indicate increased effectiveness of the principal. Staff members reported an increase in the following activities by the principal after one year of participation in the DS Project:

1) He gives teachers the feeling that their work is an important activity.
2) He displays a strong interest in improving the quality of the educational program.
3) He has the relevant facts before making important decisions.
4) He procrastinates less in his decision-making.

There is much data to support the contention that the Principal's role is perceived by many to be more significant since the introduction of the Unitized organization with Differentiated Staffing . On the other hand, there are data to indicate that the goal of making the Principal's position more manageable has not been totally realized. Both these points can be seen in the following statements made by teachers and principals in the participating schools.

1) The communication training we received last summer helped our staff to be more open to the problems and conflicts that we have to overcome in order to improve the program. The principal has been concerned about his ability to find alternative solutions for some of the conflicts.

2) It takes more time to cope with the concerns and situations that arise because the staff now is more open to sharing these concerns.

3) It is important to involve staff in decision-making procedures, but it is more time-consuming.

4) Few of the other expected tasks from the Education Center have been alleviated because of my involvement in the DS Project.

5) Before I only had to worry about one or two staff meetings a month. Now, I have to plan and consider agenda items for total staff meetings, weekly meetings of each Unit, and the leadership group's weekly meeting.

6) It has been difficult to orient teachers to the skills of interviewing and selecting new staff members, since teacher training programs don't provide them with any training of that sort.

7) I have experienced some difficulty with other principals in getting them to understand the real goals and expectations we have for the school and the project.

The data from the CASEA questionnaires indicate that after one year in the project, teachers do not feel that the principals have increased their effectiveness in the following three areas. However, their ratings in the areas did not decrease significantly either.

1) Developed a "we" feeling in working with others.
2) Made teachers' meetings a valuable educational activity.
3) Helped teachers to understand the sources of important problems they are facing.

In summary, all the data collected on the principals in the DS Project indicate improvement in their effectiveness as the educational leader of the school in many respects. Other data point to various categories of leadership behaviors and activities that can still be improved. The future progress of the project will somewhat depend upon the effectiveness of personnel in overcoming the difficulties perceived to date, as well as strengthening the qualities that have already shown improvement.

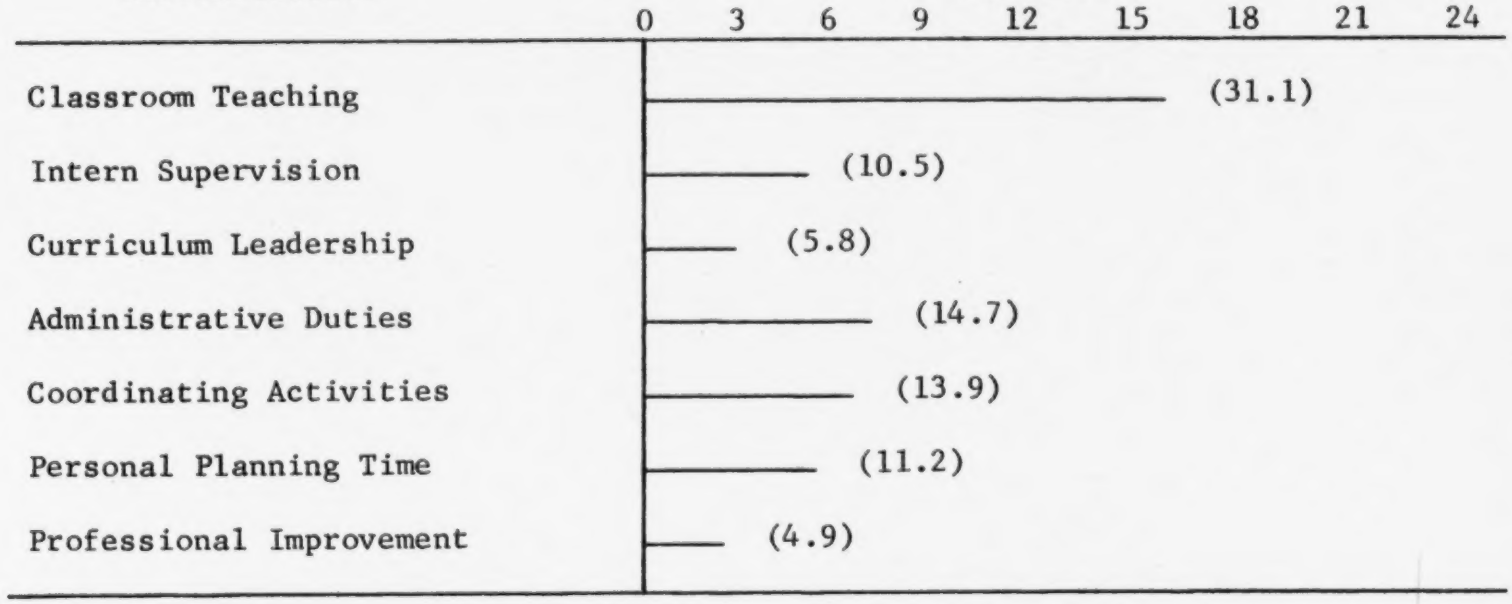
Curriculum Associates

The following is a statement from the report of the EEA and EPA visitation teams:

> The Curriculum Associates were sometimes appointed by the principal and sometimes chosen jointly by a team and the principal. The effectiveness of the CA does not seem to depend upon the method of selection. The personalities and ability to communicate clearly seems critical. There was general consensus that the Curriculum Associate helps with curriculum and academic areas, and the principal or counselor with discipline and family problems.

During the 1970-71 experimental year, each CA at Parker, Spring Creek, and Meadow Lark Schools kept a weekly log on his various responsibilities and amounts of time spent on each. The major categories on the log sheet were actual classroom teaching, intern supervision, curriculum leadership, and administrative duties. A sample of the log sheet used is found in the appendix. The following graphs indicate the percentage of time and actual weekly hours spent by the CAs in each of the seven listed categories. The actual hours are indicated by the bar graph with the percentage of weekly time in parentheses.

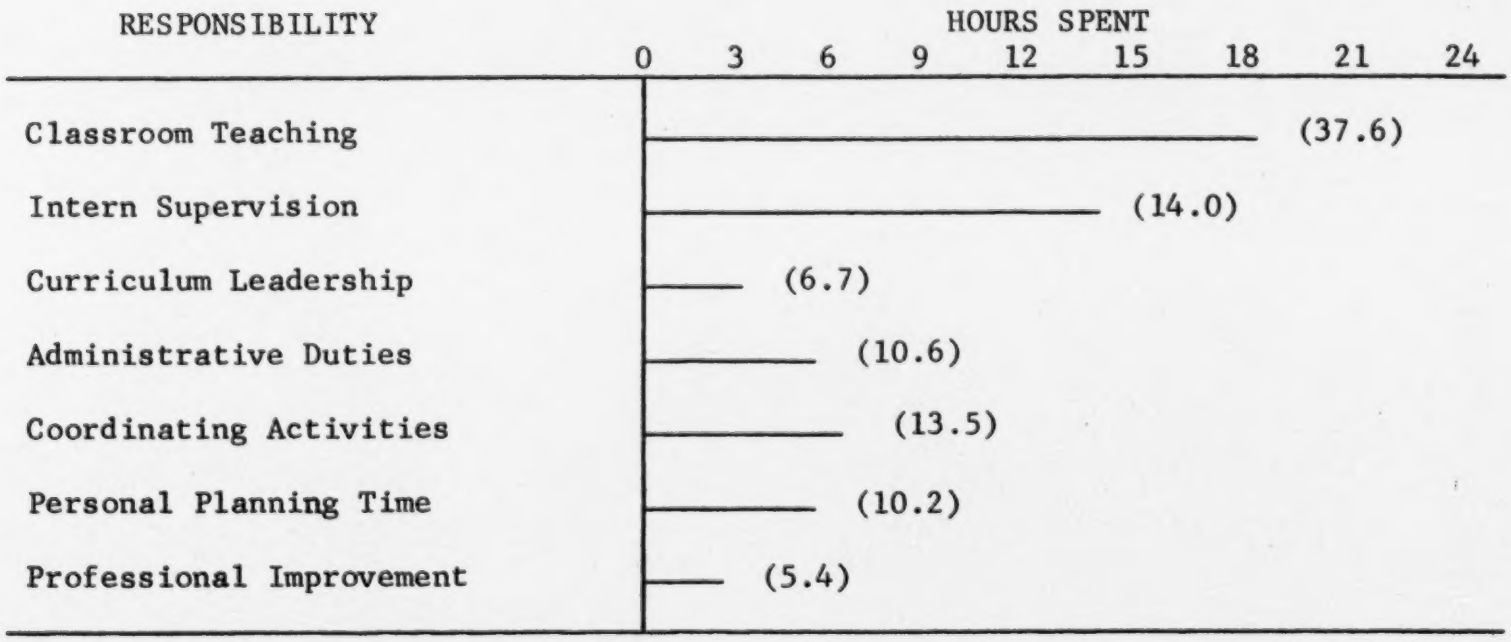
RESULTS OF CURRICULUM ASSOCIATE LOGS
CAs in 1-2 Units
1970-1971



Percentage of hours spent per week in parentheses.

Total average hours spent per week = 51.6

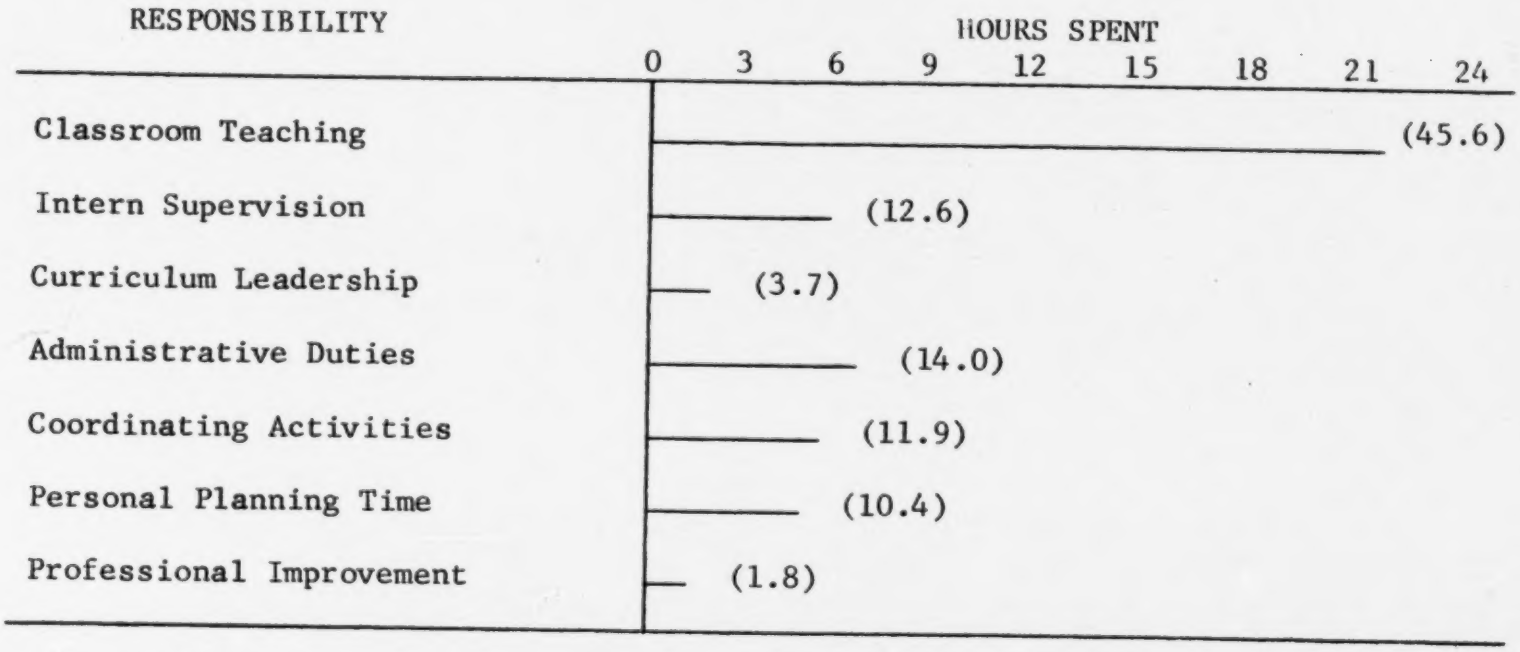
RESULTS OF CURRICULUM ASSOCIATE LOGS
CAs in 3-4 Units
1970-1971



Percentage of hours spent per week in parentheses.

Total average hours spent per week = 49.02

RESULTS OF CURRICULUM ASSOCIATE LOGS
CAs in 5-6 Units
1970-1971



Percentage of hours spent per week in parentheses.

Total average hours spent per week = 47.95

Some obvious conclusions can be drawn from the information on the three graphs.

1) The amount of classroom teaching by the CAs was more than was expected to occur.
2) The percentage of time for intern supervision is below the expectations of the district and University. However, figure does not include assistance that intern teachers received from other members of the teaching Unit.
3) The percentage of time given by the CAs to curriculum leadership is well below the expectations of the DS Coordinators. Our goal is still to provide approximately 25% time to that activity.

4) The amount of time given to professional improvement (reading, seeking new ideas, self-renewal of goals) is lower than we would expect for persons in positions supposedly designed to provide curriculum leadership.

The results of the logs have given the DS Coordinators valuable information for planning strategies to cope with the concerns found. Some adjustments are being made during the second year of the program. One of the adjustments is that some of the CAs do not carry a full-class load this year. A typical schedule of one of the CAs is on the next page. As can be readily seen, the activities are varied and much time is spent in classrooms working with students. Other potential adjustments are being recommended at the end of this report.

Other information obtained from classroom teachers by the DS Coordinators and CASEA staff about the Curriculum Associates is presented here. Most of the comments were received in interviews and observations of Unit meetings.

1) Without the CA our Unit would not be able to function smoothly. She (the CA) organizes the meetings well, brings useful information from the leadership group meetings, and is always willing to help me if I have a question.

2) I don't know how the CAs can do all the things they do and still teach a full class load. It's too bad they don't have a little more time during the day to help other teachers.

3) Our CA has done a good job of keeping a check on what we learned in the CASEA Workshop. Each Unit meeting includes a debriefing section in which we can express

5-6 C. A. Schedule - September 1, 1971

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-9:00	*Room 19	*Room 20	Room 19 Release--Planning	Room 20 Release--Planning	*Rooms 17 and/or 18
9:00-9:30	Planning -	Gathering	Materials	for	Interns
9:30-10:00	*Room 19	*Room 20	*Room 19	Planning Period	*Room 20
10:00-10:30	P.E.	Assistant	→	→	→
10:30-11:20	*Room 17	*Room 18	*Room 19	*Room 20	*Grade 6
11:20-12:00	*Grade 6	*Room 20	*Room 19	*Room 17	*Room 18
12:00-12:40				Plan Book Conference --Intern	Plan Book Conference --Intern
12:40-1:10	*Grade 6	Conf./TA	Room 19	Conf./TA	Room 20
1:10-1:20	Break	→	→	→	→
+ 1:20-2:00	Health Room 22	→	→	→	Planning Period ↓
+ 2:00-2:40	Health Room 22	→	→	→	↓
2:45-4:00	Conf/Gr. Level Planning	Conf.-- Intern	Unit Meeting ↓	Leader-ship Meeting	Conf.-- Intern
	Or Indiv. Teacher		5:00		

*Assistant to Teacher
Release Teaching
Demonstration Teaching
Team Teaching
Recording Data

As previously planned

+Interns receive assistance in Reading block

our feelings about the effectiveness of the meetings and the Unit in general.

4) The fact that the CA teaches students in the Unit helps me to feel that he is close to our problems, our concerns, and our feelings. It is important that the CA continue teaching some of the time.

5) The CA does not give me a feeling of inferiority at all. He is just one of the group with a different set of duties to perform.

6) I have a lot of confidence in the three CAs in my building. They carry responsibility well, work well together professionally, and appear to have the respect of every staff member. They have really played an important part in the success of the DS Project so far in this school. (a principal)

Most of the concerns expressed by staff members about the CAs are related to their lack of time for leadership type activities such as demonstration teaching, working with teachers in other Units, curriculum planning with various teachers, observing teachers in the Unit and suggesting ways to improve teaching skills, etc. Some minor concerns also expressed by teachers have been related to the CA's overload of duties, occasional lack of sharing personal goals and expectations for the Unit, and signs of trying to move too fast into new programs. Generally, the reactions by staff members to the CAs have been extremely positive. Other isolated concerns have been and continue to be worked out between the CA and the Unit with assistance from the DS Coordinators and the Principals.

These data and conclusions about the roles of the principal and the Curriculum Associate have prompted the DS Coordinators to

initiate the following recommendations about the future of both roles in the school district.

RECOMMENDATIONS

A proposal from the CAs and DS Coordinators has been sent to the Director of Personnel and the District Area Directors relating to the Curriculum Associate and the intern teacher program. The basic components of that proposal are:

1) That each CA and intern teacher share a classroom assignment. This would necessitate the CA teaching the class during the early stages of the year with a gradual transition into full-time teaching duties being planned for the intern.
2) That the CA plan with the Unit and the intern a total program of teacher education and supervision within the Unit. Other teachers would assist in both the training and supervision of the intern, under the coordination of the CA.

This combination of teaching assignment would provide the CA with flexible time later in the year for other leadership activities in curriculum and instruction. The necessary time for those activities would be arranged with the intern. By utilizing the present money for the resource teacher program as well as the monies gained from the interns in each building, this program would necessitate little or no cost to the district.

The other recommendations are made after studying the results of the project to date and considering the potential of Differentiated Staffing in the Eugene district.

1) If the CA position is to be one of providing instructional assistance to the total staff in the school, then the CA should be required to demonstrate competence in at least one major curriculum area before he is hired. This would insure leadership in at least three major curriculum areas within the school.

2) If the CA position is to remain designated a career-ladder/teaching position, then the CA should continue to commit a minimum of 50% of his time working directly with students either in his Unit or other places in the school.

3) If the district is to continue the CA position as a career-ladder/teaching position, desirable to many persons within the profession and carrying the responsibilities we have suggested, then the CA should receive an added salary increment that reflects his leadership position. The figure we suggest is approximately $800 to $1000.

4) If the district is going to continue developing and strengthening leadership positions, a number of leadership training workshops and courses should be offered to those persons both in and seeking CA positions. The training courses would include work and study in leadership styles and behaviors, supervision, and evaluation techniques, interpersonal communications, group problem-solving, and group decision-making. The experiences of present CAs and principals in the DS schools should be called upon to help design and conduct the courses.

5) Efforts should continue to seek alternative ways of alleviating the numerous role expectations placed upon the elementary principal. The development of the CA position can assist in instructional leadership. However, other areas of the principal's role need to be given further study to establish what is realistic to expect of one person in one role. Those areas are budget preparation and budget allocation, public relations work in the community, and leadership techniques.

6) It is suggested that the district provide additional assistance to principals of schools entering into major reorganization and staffing changes. This assistance would be temporary and would include personnel who could relieve the principal of some routine duties so he could become more involved with the total staff in the change processes.

These recommendations are offered as ones perceived to be realistic in terms of administration, budget, and program development. It is expected that the DS Coordinators will continue to seek data from the DS Project Schools until project completion in June, 1972, and will offer further information and recommendations to the board at that time.

A FINAL REMARK

The unmanageability of the instructional process is perhaps best observed in the elementary school. The inability of personnel to implement many of the curriculum programs and teaching strategies developed over the past several years is apparent. Yet, more innovative ideas in curriculum and instruction appear to surface each year. Even with major efforts to introduce teams and cooperative teaching and to involve teachers more extensively in the operation of the schools, previous data suggest that the majority of elementary schools are still operating with totally self-contained classrooms.

The frustrations of principals because of extensive role conflict and lack of support personnel in leadership positions have contributed to the inability of elementary school staffs to implement major change. Data from other districts indicate that the creation of administrative vice-principals at the elementary level has not alleviated the frustrations or increased the amount of change.

In Eugene, the DS Project has introduced the position of Curriculum Associate into the elementary school. At this time the CA position appears to have great potential for answering the dilemma of how to organize and lead for instructional improvement. The results to date are exciting. They show signs of finding solutions to principals' frustrations, to teachers' requests for new leadership in instruction, and for new leadership position in teaching.

Appendix A

EUGENE PUBLIC SCHOOLS
DIFFERENTIATED STAFFING PROJECT
CURRICULUM ASSOCIATE'S LOG - 1970-71

NAME _____ DATE _____

SCHOOL _____ WEEK LOGGED _____

A. Estimate the time spent on each task.

TASK	PERCENTAGE OF TOTAL TIME									
	10	20	30	40	50	60	70	80	90	100
1. Classroom Teaching										
2. Intern Supervision										
3. Curriculum Leadership										
4. 3.1 Within Team										
3.2 Total Staff										
4. Administrative Duties										
5. Coordinating Activities										
6. Personal Planning Time										
7. Professional Improvement										

B. The total number of hours worked during the week was _____.

C. The following were requests made by staff members. (These requests were not normally made before the introduction of the CA to the building.)

D. Innovative curriculum ideas or teaching strategies suggested to the unit or total staff for consideration. Results of the suggestions.

E. Difficulties encountered during the week, and methods of solution used.